



# Denton Community College

## Departmental Curriculum Map

**Subject:** English

**Year Group:** 8



	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	End of Year Exam
<b>Topics</b>	<b>Conflict poetry</b>	<b>Macbeth: Moral conflicts</b>	<b>Descriptive Writing: Detectives</b>	<b>Gothic and horror literature</b>	<b>Refugee Boy</b>	
<b>What will students be during this unit?</b>	Understanding how a writer uses methods in poems to express their feelings and perspectives. Dulce Et Decorum Est Anthem for Doomed Youth The Manhunt - compared to Disabled Out of the Blue Our Sharpeville Enola Gay August 6, 1945 Lucifer to the Enola Gay	Having a critical opinion on a theme/character in a Shakespearean play and arguing their perspective.	Writing creatively and descriptively with a focus on characterisation and writing narrative well.	Understanding fiction texts and using evidence from the text to support their ideas. Understanding how texts from the Gothic genre are linked by context, content and methods.	Understanding a range of nonfiction texts and using the techniques they see to write persuasively.	Students will be asked to write a descriptive piece of writing inspired by an image in order to revise what was covered at the beginning of the year and prepare them for year 9.
<b>When will students be assessed?</b>	Formal assessment at the end of the unit. Shorter assessments will be marked by teachers throughout.	Written assessment at the end of the unit. Shorter assessments will be marked by teachers throughout.	Formal assessment at the end of the unit. Shorter assessments will be marked by teachers throughout.	Formal assessment at the end of the unit. Shorter assessments will be marked by teachers throughout.	Spoken assessment at the end of the unit. Shorter assessments will be marked by teachers throughout.	

<p><b>How will students be assessed?</b></p>	<p>Students will be asked to analyse the methods a poet has used to portray their feelings about a theme.</p>	<p>Students will be asked to present their ideas on how Shakespeare presents a character to the class in a speaking and listening assessment part way through the unit and then to write an essay on how Shakespeare presents a character throughout the text and in a particular scene.</p>	<p>Students will be asked to write a narrative/descriptive response based on an image.</p>	<p>Students will be asked to analyse a text from the genre, focusing on the methods the writer has used to affect the reader.</p>	<p>Students will be asked to present their ideas on how Shakespeare presents a character to the class in a speaking and listening assessment.</p>	
<p><b>Key Vocabulary</b></p>	<p>Perspective Stanza Repetition Enjambment Caesura Structure Speaker Conflict</p>	<p>Jacobean Aside Hubris Hamartia Soliloquy Catharsis Iambic Pentameter Monologue</p>	<p>Narrative Descriptive Climax Denouement Exposition Resolution Rising Action Falling Action Tone Dialogue Discourse Markers Prepositions for time/place Metaphor Simile Oxymoron Pathetic Fallacy Alliteration Rule of Three Critique</p>	<p>Adverbial phrases Adjectives Morpheme Homonym Semantic Field Auxiliary Verbs Linear Narrative Dashes Parentheses Active and passive voice Analepsis/prolepsis (flashback/forward)</p>	<p>Active/passive voice and verbs Imperatives Standard English Declaratives (DAFORESTI through example rather than an acrostic) Hyperbole Superlatives Anaphora Accurate Punctuation</p>	

<p><b>Homework opportunities to broaden or deepen student knowledge</b></p>	<p>Research booklet on a particular writer's context and reasons for writing poetry.</p>	<p>Homework will focus on literacy skills taught in the first half term.</p>	<p>Students will be given homework by their teacher to independently practice literacy skills.</p>	<p>Homework booklet will focus on literacy and reading comprehension</p>	<p>Homework will continue to focus on closing literacy gaps identified throughout the year.</p>	
<p><b>Links to the National Curriculum</b></p>	<p>Pupils should be taught to: develop an appreciation and love of reading, and read increasingly challenging material independently through: reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.</p>	<p>Pupils should be taught to: develop an appreciation and love of reading, and read increasingly challenging material independently through: reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: English literature, both pre-1914 and contemporary, including prose, poetry and drama Shakespeare (two plays) seminal world literature</p>	<p>Pupils should be taught to: write accurately, fluently, effectively and at length for pleasure and information</p>	<p>Pupils should be taught to understand increasingly challenging texts through: learning a new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries making inferences and referring to evidence in the text knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension checking their understanding to make sure that what they have read makes sense.</p>	<p>Pupils should be taught to: speak confidently and effectively, including through: using Standard English confidently in a range of formal and informal contexts, including classroom discussion giving short speeches and presentations, expressing their own ideas and keeping to the point participating in formal debates and structured discussions, summarising and/or building on what has been said.</p>	